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ABSTRACT

This paper provides a brief analysis of enrollment and withdrawal data for Mexican-American and non-Mexican-American students at Reedley College. The study was conducted subsequent to an expressed concern that perhaps the college could do more toward recruitment and retention of minority students. Results of an analysis of enrollment and withdrawal data indicated that Mexican-Americans comprised 46.9% of local high school students in fall 1974 but only 30.2% of Reedley students. However, while approximately 8% of non-Mexican-American students withdrew from Reedley in both fall 1974 and spring 1975, only 5% of the Mexican-American students withdrew. Reasons for withdrawal (financial, needed at home, work v. college) were compared across both groups with no significant differences found. The significantly greater persistence of Mexican-American students is attributed to a combination of effective recruiting, peer advising, financial aid, and other support services provided these students. It is recommended that efforts should continue to reduce all withdrawals, regardless of ethnic origin. Data used in this study and subsequent results of analysis are presented in six tables. (JDS)

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REEDLEY COLLEGE

ENROLLMENT - WITHDRAWAL SURVEY

1974 - 1975

Robert M. Clark, Counselor

November 3, 1975

JC 760 493

STATEMENT OF THE PROBLEM

A concern was expressed that perhaps Reedley College could do more toward recruiting and retaining minority students. It was decided that we should do some comparisons on enrollments and drop-outs or withdrawals. The six high schools in the immediate service area were contacted for enrollment data, and enrollment data and withdrawal data were obtained from the Reedley College Admissions Office. The chi-square test of independence was used, with one degree of freedom and a 5% level of confidence, a 3.841 value.

RESULTS

The following matrices for the chi-square test are self-explanatory. The null hypothesis was assumed.

TABLE 1

ENROLLMENT FALL (1974-75)

	High Schools (46.9%)	Reedley College (30.2%)	Totals
Mexican-Amer.	3198	514	3712
Non/Mex. Amer.	3614	1186	4800
Totals	6812	1700	8512

$$x^2 = \frac{(3198 \cdot 1186 - 3614 \cdot 514)^2 \, 8512}{6812 \quad 1700 \quad 3712 \quad 4800} = 154.41$$

Since $154 > 3.841$, the null hypothesis is rejected.

ENROLLMENT SPRING (1974-75)

	High Schools (46.9%)	Reedley College (36.9%)	Totals
Mexican-Amer.	3198	612	3810
Non/Mex. Amer.	3614	1045	4659
Totals	6812	1657	8469

$$x^2 = \frac{(3198 \cdot 1045 - 3614 \cdot 612)^2 \, 8469}{6812 \cdot 1657 \cdot 4659 \cdot 3810} = 96.25$$

Since $96 > 3.841$, the null hypothesis is rejected.

TABLE 2

WITHDRAWALS FOR ALL REASONS

Fall, 1974

	Withdrew	Persisted	Totals	%W
Mexican-Amer.	24	490	514	4.6
Non/Mex. Amer.	94	1092	1186	7.9
Totals	118	1582	1700	

$$x^2 = \frac{(24 \cdot 1092 - 94 \cdot 490)^2 \ 1700}{118 \cdot 1582 \cdot 514 \cdot 1186} = 5.88$$

Since $5.88 > 3.841$, the null hypothesis is rejected.

WITHDRAWALS FOR ALL REASONS

Spring, 1975

	Withdrew	Persisted	Totals	%W
Mexican-Amer.	32	580	612	5.2
Non/Mex. Amer.	94	951	1045	8.9
Totals	126	1531	1657	

$$x^2 = \frac{(32 \cdot 951 - 94 \cdot 580)^2 \ 1657}{126 \cdot 1531 \cdot 1045 \cdot 612} = 7.79$$

Since $7.79 > 3.841$, the null hypothesis is rejected.

TABLE 3

WITHDRAWALS FOR FINANCIAL REASONS

Fall, 1974

	Withdrew, Financial	Withdrew, Non-Fin.	Totals	%Fin.
Mexican-Amer.	9	15	24	37.5
Non/Mex. Amer.	37	57	94	39.3
Totals	46	72	118	

$$x^2 = \frac{(37 \cdot 15 - 9 \cdot 57)^2 \ 118}{46 \cdot 72 \cdot 24 \cdot 94} = .027$$

Since $.027 < 3.814$ the null hypothesis is not rejected.

WITHDRAWALS FOR FINANCIAL REASONS

Spring, 1975

	Withdrew, Financial	Withdrew, Non-Fin.	Totals	%Fin.
Mexican-Amer.	10	22	32	31.2
Non/Mex. Amer.	32	62	94	34.0
Totals	42	84	126	

$$x^2 = \frac{(10 \cdot 62 - 32 \cdot 22)^2 \, 126}{42 \cdot 84 \cdot 32 \cdot 94} = .083$$

Since $.083 < 3.841$ the null hypothesis is not rejected.

TABLE 4

WITHDRAWALS BY THE DEAN

Fall, 1974

	Withdrew By Dean	Withdrew Not by Dean	Totals	%Dean
Mexican-Amer.	4	20	24	20.0
Non/Mex. Amer.	8	86	94	8.5
Totals	12	106	118	

$$x^2 = \frac{(4 \cdot 86 - 8 \cdot 20)^2 \, 118}{12 \cdot 106 \cdot 94 \cdot 24} = 1.392$$

Since $1.392 < 3.841$ the null hypothesis is not rejected.

WITHDRAWALS BY THE DEAN

Spring, 1975

	Withdrew By Dean	Withdrew Not by Dean	Totals	%Dean
Mexican-Amer.	6	26	32	18.7
Non/Mex. Amer.	16	78	94	17.0
Totals	22	104	126	

$$x^2 = \frac{(6 \cdot 78 - 16 \cdot 26)^2 \, 126}{22 \cdot 104 \cdot 94 \cdot 32} = .049$$

Since $.049 < 3.841$ the null hypothesis is not rejected.

TABLE 5

WITHDRAWALS, NO REASON GIVEN

Fall, 1974

	No Reason	Reason	Totals	%No Reas.
Mexican-Amer.	3	21	24	12.5
Non/Mex. Amer.	8	86	94	8.5
Totals	11	107	118	

$$x^2 = \frac{(3 \cdot 86 - 8 \cdot 21)^2 \, 118}{11 \cdot 107 \cdot 94 \cdot 24} = .359$$

Since $.359 < 3.841$ the null hypothesis is not rejected.

WITHDRAWALS, NO REASON GIVEN

Spring, 1975

	No Reason	Reason	Totals	%No Reas.
Mexican-Amer.	7	25	32	21.8
Non/Mex. Amer.	15	79	94	15.9
Totals	22	104	126	

$$x^2 = \frac{(7 \cdot 79 - 15 \cdot 25)^2 \, 126}{22 \cdot 104 \cdot 94 \cdot 32} = .580$$

Since $.580 < 3.841$ the null hypothesis is not rejected.

TABLE 6

WITHDRAWALS, ALL POSSIBLE FINANCIAL REASONS

Fall, 1974

	Withdrawals, Financial Dean, No Reason	Others	Total	%
Mexican-Amer.	16	8	24	66
Non/Mex. Amer.	53	41	94	56
Totals	69	49	118	

$$x^2 = \frac{(16 \cdot 41 - 53 \cdot 8)^2 \, 118}{69 \cdot 49 \cdot 94 \cdot 24} = .832$$

Since $.832 < 3.841$ the null hypothesis is not rejected.

WITHDRAWALS, ALL POSSIBLE FINANCIAL REASONS

Spring, 1975

	Withdrawals, Financial Dean, No Reason	Others	Total	%
Mexican-Amer.	23	9	32	71.8
Non/Mex. Amer.	63	31	94	67.0
Totals	86	40	126	

$$x^2 = \frac{(23 \cdot 31 - 63 \cdot 9)^2 \, 126}{86 \cdot 40 \cdot 94 \cdot 32} = .259$$

Since $.259 < 3.841$ the null hypothesis is not rejected.

CONCLUSIONS AND RECOMMENDATIONS

The data in Table 1 confirms what we already knew, that we were comparing two different populations. This comparison was made because it was requested. However, it really raises more questions than it answers. The chi-square does show a significant difference, that the high school Mexican-American enrollment is significantly higher than the Reedley College Mexican-American enrollment.

It should be pointed out that the Reedley College population includes students from other areas where the Mexican-American enrollment could be considerably smaller than that enrollment in the six area high schools used in the comparison. Further study should be done to determine the percentage of Mexican-American students in each of the four grades in the local high schools. Is there a decline as the grade increases? What is the holding power of the high schools for Mexican-Americans? The population at Reedley College that came from those area high schools could then be compared with the enrollment pattern of these high schools.

Table 2 shows that the percentage of non/Mexican-American withdrawals is greater than the percentage of Mexican-American withdrawals, and that difference is significant. This could be due to efficient recruiting by our E.O.P. staff, by our peer advisors; it could be due to the financial aid provided these students; it could be due to the supportive services provided these students; or it could be a combination of any of these factors. Efforts should continue, however, to reduce all withdrawals regardless of ethnic origin.

Tables 3 through 5 are comparisons of different reasons given for withdrawals. These reasons are those stated by the student. There are some differences in percentages, some in favor of the Mexican-American, some in favor of the non/Mexican-American, but none of these differerences are significant. Reasons were taken from the Withdrawal Petition; financial reasons included "financial problems prevent continuing in college", "feel the need of helping at home", and "must choose between a job and continuing in college." The deans' withdrawal is "withdrawn by Dean of Students, or Evening Division Dean." This could be due to lack of attendance or other disciplinary action. Some students do not list any reason for withdrawing. These last two categories are looked at in Tables 4 and 5, and all three categories are pooled in Table 6, with the thought in mind that financial

problems could have contributed to these withdrawals. There are some differences, but these are not significant. It appears that our E.O.P.S program is doing a commendable job.

bjs
11/4/75

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